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ELEMENTARY ENGLISH

REVIEW

FEBRUARY 1944

READING AND CHILD GROWTH

REPORTS FROM

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THE ELEMENTARY ENGLISH REVIEW

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No. 2

More Experiences in Teaching Reading: A Symposium

EXPERIENCE AS A BASIS FOR READING IN FIRST GRADE

BESSIE J. F. ROOSEN¹

Group—20 boys and girls—ages 6 to 8 yrs.

Background—Institutional orphans and retarded children from broken homes.

Equipment—Limited vocabulary; unsocial; narrow experience; unhappy because of unpleasant recollections; need of love and affection; learning rapid when socially and physically adjusted; range of I.Q.—borderline to superior.

Time—February to November.

Preparation—Examination by doctor, dentist, and psychologist.

Physical exercise and play stressed for social attitudes and posture.

They noted:—

¹Mrs. Roosen, whose home is in Wallkill, N. Y., writes: "We found that children with good mentality, who did not start formal reading until eight years or older, advanced very rapidly. Frequently they completed eight years of elementary grades in six years."

Teacher is sympathetic and gains confidence. Asks no questions but listens if child offers information. Unhappy thoughts replaced by happy new experiences.

Method—Farm Unit—Basis for oral and written vocabulary.

1. Cutting and collections—farm pictures—animals, buildings—people—trees—machinery.
2. Project of farm planned.
3. Scrap book started—Family, mother, father, baby, Dick, Jane, helper. Animal pictures pasted near their houses—Spot, dog; Puff, kitten.

Note:—Children had no kindergarten training. In the above, use of scissors, crayons, etc. was taught. Perception of color developed aesthetic sense and promoted happiness.

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As need arose the teacher printed words—barn, house, horse, etc., on blackboard near picture of each. Association of word and picture prepared for learning sight words.

Note:—Pictures were used for oral discussion for six weeks before the Pre-Primer was introduced. Pupils advanced at their own rate, without eye strain.

Purpose of elaborate preparation enhanced conversational power, gave pleasure, developed power to solve problems, increased vocabulary and built right social attitudes; served as outlet for curiosity, developed mechanical and artistic ability.

1st Excursion—April visit to model farm.

1. Types of farm work—plowing, etc.
2. Types of machinery recalling pictures.
3. Farm animals.
4. Equipment—stool, pail, hay, feed, cans, fork, shovel, etc.
5. Orchards—blossoms.

Follow Up—Pupils wrote story in pictures or words if possible. Several wrote short stories with help of teacher. Surprising results in observation:—

Story in *Pictures*:—3 legged stool, 2 wheel pony cart, heavy work horse, light saddle horse, mansard roof, peanut shells for cow bedding, horns on goats.

2nd Excursion

Same group visited same farm in October. Harvest crop, new type machinery, grass was hay, blossoms were fruit, corn on stalks.

Indian Project Unit—To relieve monotony; correlate with harvesting and Thanksgiving; comparison of way of life, work, food, etc.

Books Used—Pre-Primer, Primer, First Reader.
Work Books—Chart—Card files.

Method included:

1. Speech program, telephone.
2. Phonetics, prepositions taught in phrases.

3. Word building—families and hidden word.
4. Initial and consonant ending.
5. Rimes.
6. Puzzles—problem solving.
7. Over 250 sight words by picture and association. Also 500 word vocabulary.

Correlation

1. Music—Family, home, pet songs.
2. Poetry—Animals, birds, flowers, kindness to animals—"Little Lost Pup."
3. Drawing—crayon work, clay modeling.
4. Dances—adapted from country dances.
5. Games—Farmer in the Dell.
6. Library—Free access to table with great variety of story and picture books.
7. Dramatization—audience—good listening habits, discover talent, build poise.
8. Films.

Excursions to woods to study trees, wild flowers, birds. Excursions to local stores, post office and library.

To promote interest in Art, Science, Health and Number.

1. Children developed love for reading and ability to grasp meaning from context and pictures.
2. Rapid change in social attitude.
3. Initiative and ingenuity developed.

Group divided in January:

Some well enough adjusted to go to boarding home; attend grade school and mingle with large groups.

Others advanced rapidly in content subjects during next two years, making extra grades.

This brief outline gives small idea of approach, difficulties and methods used for individual child. Sympathetic understanding and patience of the teacher are most important factors.

INDIVIDUALIZING READING IN THE SIXTH GRADE

NELLIE NEWTON¹

Recently I was assigned to teach the full course of study to a group of sixth grade children. After giving standard reading tests, I found that my students ranged from grade three through grade eight, with approximately one-third of the class below sixth grade level.

Realizing that the only way to teach such a group successfully was to choose a center of interest and relate all other work to that, I began to develop a reading program. The pupils, with my guidance, chose a center of interest from the field of the Social Sciences. I chose that field because of the vast amount and variety of information available, and the natural interest of the students themselves.

After the unit subject was selected, I divided the students into three groups. The first group included pupils with the reading ability of a third or fourth grade child. The second group was composed of those pupils who could read on fifth or sixth grade level. The last group was made up of students who could read seventh and eighth grade work easily.

As quickly as possible after the unit subject was chosen, I made reading lists for my three groups. For grades three and four, I listed all stories and other materials from the regular reading texts first, and then supplemented that with easy books from both the home room library and the city library. In this group, students were required to do some oral reading. This showed me when poor reading was due to faulty mechanics and gave me some insight into individual problems. We worked with mechanics until each child showed some improvement. The child himself decided when he could present material to the class satisfactorily. At first some children prepared only two or three short

selections each week; however, each child was required to present at least one selection. The more they read the better they could read and soon they began to suggest other selections for my reading list.

Group II did very little oral reading but was encouraged to do much easy silent reading. Here again I made my first selections from reading texts but added many more supplementary readings, some for information and many for pleasure reading alone. In this group students gave oral reports rather than oral reading and offered their own criticisms and suggestions. Records of all selections read were kept and reported.

It was most difficult to provide material for Group III. There were only a few reading texts above sixth grade level in my room, since our school was a six-grade elementary school. Therefore, most of my selections for this group came from outside sources. To them I assigned research work in newspapers, magazines, biographies, and general reference books. Their list also included more good fiction. At stated intervals, each child was given a chance to summarize his reading record for the class and to present in any way he chose, some part of his findings which he liked especially well.

This program was used throughout the year with results which I think are fairly satisfactory. After giving further reading tests, I found that the students who had rated third grade at the beginning had advanced to the fifth grade level. This in itself was a worthwhile result, but probably a more important result was that the poor readers learned to like and enjoy good reading.

Reading can be fun!

¹Waycross City Schools, Waycross, Ga.

DEVELOPING A READING PROGRAM IN THE SIXTH GRADE

HARLEY LAUTENSCHLAGER¹

A recent experience of the writer in developing a reading program as a part of his graduate work was so stimulating and helpful to him that perhaps a brief summary of the experiment will prove helpful to others. An effort was made to find the best methods to use in the sixth grade of a rural consolidated school for (1) developing a reading program which includes provision for building essential reading skills, (2) creating the desire to read both for self-improvement and as a leisure time activity, and (3) providing for remedial instruction.

In planning the reading program it was felt that although the mechanical aspects of teaching reading were very important, the spirit in which anything was done was also of utmost importance. With this idea in mind it was felt to be important to keep the following facts and principles in mind in planning and carrying out the reading program: (1) the teacher should gain the respect, admiration, and cooperation of his class; (2) class procedure should be as democratic and informal as the ingenuity of the teacher would permit; (3) the teacher should realize that each pupil has the desire to learn to read; (4) the teacher should strive to get each pupil to want to do the work; and (5) a feeling of security for each child should be made possible.

In order to develop the above mentioned objectives, the writer (1) attempted to provide material on the level of each individual; (2) helped the children organize their class and conduct meetings according to simple parliamentary procedure; (3) assisted in forming various clubs,—sewing, airplane, soap carving, bird, etc.; (4) had the children do much of their work in committees; (5) tried to respect and understand each

child's personality and interests; (6) encouraged the children to help plan their work; and (7) noticed pupil progress, and called the attention of the pupil to his progress by comment and by having each child keep a progress chart of his work.

The program was developed with forty sixth-grade children in a rural consolidated school in Clay County, Indiana. The program of instruction included testing, providing reading materials, dividing the class into groups to better meet individual needs, developing skills of work-type reading, and providing free reading.

Two forms of the Iowa Silent Reading Test were given five months apart. One form of the Otis Group Intelligence Test was given at the beginning of the experiment. With the help of the tests it was found advisable to form three reading groups for the purpose of developing the reading skills of (1) vocabulary development, (2) rate and comprehension, (3) organization and evaluation, and (4) location of information. Three periods each week were devoted to work-type reading, and two periods were devoted to recreational-type reading.

Reading materials were provided by borrowing books from the lower grades, from the public library, from the State Library at Indianapolis, and by children sharing books they themselves owned. Forty copies of the Gates-Pearson "Practice Exercises in Reading" books were bought to help in developing reading skills.

The children enjoyed and profited by the program as is indicated by a median gain

¹Mr. Lautenschlager is principal of the Miner Elementary School, Ft. Wayne, Ind. The program described in this article was carried on when the author was teaching at Staunton, Ind.

of twenty-two months in general reading ability in five months time. A median of twenty-one supplementary books being read in the same length of time shows that the children enjoyed reading and read widely.

The parents of the children benefited directly from the program, too, as they read books the children took home, and also accompanied their children to the public library to obtain books to read.

STUDYING A NOVEL IN GRADE SEVEN

OPAL M. JEWELL¹

Since the study of the novel is an important part of a reading course, it is well to pay special attention to the pupil's first classroom experience with a novel. We began this study with *The Adventures of Tom Sawyer* in grade seven. The procedure was very informal, with the pupils reading for fun, and there was no attempt to make a rigid analysis of the story. However, there are some definite features of the book which can be seen readily by younger pupils, and which will be a good basis for later, more technical study.

In the beginning I read to the class the introductory chapter which expresses so well the characteristics of the boy Tom, and introduces us to his family. After that we did some oral reading in class and stopped when it seemed natural to discuss the various incidents. We especially noted that the author took the first part of his book to follow through four days of Tom's life to show us how the boy lived from day to day. Up to the ninth chapter the most interesting incidents were read aloud.

From Chapter Nine through Chapter Eleven pupils read silently, at their own rate, to begin the "plot" or main part of the story. In Chapter Twelve we found that Mark Twain took us away from the horror of the graveyard scene and succeeding incidents to give us a laugh about the pain-killer.

Now, he has set the stage for the plot, but it must have time to develop, so he writes a "story within the story" about the would-be pirates on the island.

Again, we have an interlude, this time of Tom's return and his school life. This interlude is woven back into the plot which has had sufficient time to develop. The murder case comes to trial. The plot becomes complete.

This brief resume gives all the technical instruction which I gave my seventh graders. They kept notebooks as they read, and often a class period would be devoted to taking notes, making a vocabulary of new words, or making illustrations. Considering the amount of freedom allowed, there were some exceptionally fine notebooks made.

Some of the more zealous members of the classes made dolls, dressing them as characters of the story. There was one especially nice rag "Aunt Polly," and the whole Sawyer family was represented by one group of clothespin dolls.

The art teacher cooperated on the *Tom Sawyer* project by having pupils work on an illustration unit at the same time, and scenes like "Tom and Becky in the Cave," "White-washing the Fence," and "Scene in the Graveyard" were numerous.

There was no attempt to make a detailed study of Mark Twain, but the class did see a film about him and his home during the time they were studying the novel.

Through the use of this informal procedure, the novel was thoroughly enjoyed by all the pupils, and it served as a basis for later, more technical work.

¹Miss Jewell teaches in the schools of Kearney, Neb.

USING REFERENCE BOOKS IN THIRD GRADE

RUTH S. SHERMAN¹

The children were assembling in their classroom for group study and discussion. Jeff, a small, alert, goodnatured, freckle-faced youngster, eagerly entered the room, carrying a handful of reeds.

"Look, they are loaded with tiny white things," exclaimed Willa Joy.

"I know those are snail eggs for I have seen them in our Lily Pool," explained Donald.

"May we study the snail?" asked Jeff.

"That would be splendid!" Taking the reeds, the teacher asked, "Where do you think these pieces of tiny reeds on which the eggs are clinging should be placed for observation?"

"I suggest we put them in the aquarium," announced Jeff.

"What would you like to know about this creature?" asked the teacher. Questions were carefully formulated by the group and written on the blackboard by the teacher:

1. Of what use is a snail?
2. How do they look?
3. How do they protect themselves?

4. How and what do they eat?

5. How do they multiply?

6. Where are the eyes?

7. How do they crawl?

8. How do they breathe?

"The next thing is to find books wherein you may find answers to these questions you have made," stated the teacher. To the science shelf went the group and examined the index or table of contents for the topic, "Snail." Each child selected his book and read the information given on this subject.

After careful reading, each child told the facts he found, stating the title and author of the book from which he read his facts. After the reports and group discussion on each floor-talk, the questions were discussed and answered in full. Many surprising and new facts concerning the snail were revealed. With two weeks of thorough reading and intimately observing the eggs, habits, and formation of the tiny animal in the aquarium, a story of the snail was dictated by the group and written by the teacher on the blackboard.

RADIO SCRIPTS AS READING MATERIAL

FLORENCE COPE²

When I was first assigned to the eighth grade, I assumed that the pupils had learned to read. I felt that my objective should be to develop an appreciation of good literature. However, it soon developed that my class as a whole had not really learned to read. I realized that the material in the reader was much too difficult and began looking for some easier supplementary material.

I had obtained some copies of a radio program which I wished to use in my history class. The class decided to give the program

as if it were a real broadcast. The ones taking part were enthusiastic about the program and made careful preparation. When we had our rehearsal I was astonished at the way they read. A few mistakes were noted and corrections made. When the program was given I could hardly believe they were the same pupils who had been reading so poorly.

Thinking that material of this type would be good for my reading class, I wrote to WSM and asked if I might have some copies of

¹Teacher in the Springfield (S. D.) Public School.

²Teacher in the McMinnville (Tenn.) School.

Our Chicago Developmental Reading Program in Operation

WILLIAM H. JOHNSON*

During the second year of its existence the Chicago Developmental Reading Program has earned an initial distinction: "The" has been changed to "Our." The adoption of a possessive adjective strongly savoring of agreeable collective ownership is an important indication that the entire educational staff is reacting favorably to the growing stimulus of co-operative endeavor. This habit of referring to "our program," noticeable in reports coming in regularly from district council meetings on developmental reading, also proves the wisdom of encouraging every staff member of the Chicago public schools to be a learner and a contributor in the common goal of improving teaching procedures.¹

Many other valuable outcomes are apparent when teachers, principals, and district superintendents meet together for the purpose of planning, executing, and evaluating a developmental reading program. In the first place, an auspicious setting is created for the exercise of initiative and leadership. Here, through extensive and sometimes lengthy group discussions, finer interpretations and a more complete understanding of complex problems are conceived. The passivity which so often tends to cloud the effective transmission of ideas in the act of reading is dispelled in the give and take of committee meetings or informal conversations.

This democratic sharing of points of view, although seemingly wasteful of that precious commodity, time, yields another important dividend: it renders the end product indestructibly one of group workmanship. Educators, in this process, become skilled

craftsmen in the task of drawing up blueprints for reading in our war geared curriculum,² because they systematically construct concrete practical programs for the more functional use of reading in learning activities.

The recognition being received by conscientious teachers for outstanding work is of substantial aid in the maintenance of their interest. And of particular significance is the heightening of professional interest in meeting the reading needs of *all* children—the poor, the average, and the superior readers. This sensitivity or reading consciousness on the part of both teachers and pupils has been largely responsible for creating many favorable conditions for good teaching and good learning.

An example of how this factor of reading consciousness operates is demonstrated in an experiment recently carried out in ten advanced fifth grade classes in one Chicago elementary school. The experiment was undertaken for the purpose of studying the relative growth in problem solving ability occurring under two different teaching procedures. The two teaching methods, which produced excessive yet approximately equal gains, covered a period of sixty days. The pupil groups were two months

*Dr. Johnson, superintendent of the Chicago Public Schools, will present additional examples of actual practices in a succeeding issue of the *Review*.

¹In the *Foreword* to In-Service Bulletin No. 1 on developmental reading, voluntary contributions from classroom teachers were solicited for use in the city-wide In-Service Program of Education.

In-Service Bulletin No. 1, Oct. 19, 1943 (mimeo.) *Nature and Scope of the Chicago Developmental Reading Program*. Superintendent of Schools, Chicago, 1, Illinois.

²Annual Report of the Superintendent of Schools, 1941-43, *The Chicago Public Schools in Wartime*, pp. 163-172, Board of Education, Chicago.

below their grade norm in problem solving at the outset; yet they were able to average a gain of six months during the first half of the period. A normal growth would have been one and one-half months. It appears that the very presence of an experimental atmosphere had stimulated learning out of proportion to the average learning achieved during five previous school years. Since the phenomenal growth was repeated during the ensuing thirty-day period, it seems reasonable to conclude that very favorable conditions for good teaching and good learning existed during the try-outs of both teaching procedures.³

It can be concluded, therefore, that an eagerness to experiment and to share new ideas with one another produces top performance values. Since this reading program extends downward close to the pupils, these cooperatively undertaken activities should continue to contribute materially to modest beginnings of progress.

The Co-ordination of Reading Programs

The Chicago plan of co-ordination⁴ recognizes two essential characteristics of a modern developmental reading program. The first of these is the comprehensiveness of the reading activity, influencing every aspect of the school curriculum. Thus the reading program, if well-balanced between study and recreatory reading, pervades the entire educational program.

The second characteristic, continuity of growth, is a fairly obvious explanation of the term "developmental." Less frequently realized is that the need for continuing reading instruction and guidance throughout the school life of

the child requires a new perspective in thinking on the part of the teacher. The attainment of satisfactory scores on standardized tests, for example, should not be regarded as the point at which a program of reading instruction may be discontinued. There is now quite general agreement that, if a pupil reading at grade level is to progress at more than a minimum rate and meet the reading demands of his various school subjects, he is in need of skillful instruction.

Co-ordination in a developmental reading program provides balance in the entire program rather than an undue emphasis on any one phase. It seeks a continuity of instruction for all children that does not create gaps or cause duplication of effort. It makes easier the recording and evaluating of many types of reading growth from grade to grade. Above all, it emphasizes planning for anticipated reading needs on an individual rather than a mass basis. It encourages independence in all reading purposes and an ever finer discrimination in the use of reading skills.

Three types of co-ordination exist in the Chicago program: (1) within the school; (2) between a high school and its contributing elementary school; and (3) among schools of one district—in which the district council serves as a co-ordinating agency. These types will be illustrated in a later section.

The Instructional Phase of the Program

It is not the purpose of this article to evaluate the many different approaches used by the Chicago schools in the complex problem of teaching reading in grades four to eight. References made to the work being done by teachers, committees, and district councils only serve to indicate in some measure the sincerity of purpose that motivates their efforts. The common objective to which all are committed is to bring about a maximum growth in reading ability for each child. To

³Reported by Helen M. Richards, principal of Spencer School.

⁴William S. Gray: *Adapting Reading Programs to Wartime Needs*; see article entitled "Co-ordination of Reading Programs in the Chicago Public Schools;" (Proceedings of the Conference on Reading Held at the University of Chicago, Vol. V, Supplementary Educational Monographs, No. 57, Department of Education, University of Chicago, 1943.)

attain this objective, systematic instruction in reading skills is provided for all pupils; proper study habits are established through setting up important purposes for the reading of informational and factual materials; and finally, appropriate attitudes toward reading as a desirable leisure-time activity are cultivated by allowing children many opportunities to enjoy literature and other recreational reading related to their particular interests and abilities. Children thus come to learn, through habitual behavior,⁵ the distinction between the kind of reading which involves sustained effort or work and the kind for which the immediate satisfactions of appreciation and enjoyment are sufficient rewards.

It should be pointed out that, while the term "developmental" as employed in the reading program relates to all the reading activities of the curriculum, work-type reading is primarily under discussion here, inasmuch as it is through the use of factual materials that study skills are initiated, practiced, and most frequently applied. However, a pupil who becomes proficient in the application of study skills, such as using footnotes, glossaries, maps, diagrams, etc., will find that he can deal more competently with his literature and other recreatory or independent reading activities.⁶

Instruction in the techniques of reading, therefore, is accompanied by the use of work reading materials whether it be in the reading "period" for initial teaching and directed practice or whether it is incidentally taught and systematically applied in the pursuance of a learning activity in a content subject. The maintenance of highly purposeful situations in either case is indispensable in assigning to reading skills their rightful role as tools for learning.

⁵Wilbur W. Hatfield, *An Experience Curriculum in English*, p. 83, D. Appleton-Century, 1935.

⁶Ibid, p. 84.

Responsibilities of Content Subject Teachers

Content subject teachers are clearly recognizing their responsibilities with respect to the teaching of reading. Their place in the developmental reading program is described as follows in a bulletin issued by one of our elementary district councils:

The subject matter teacher must know how she can best teach her pupils to read arithmetic, geography, history, science, etc. She will give opportunities for practice in work-study skills already taught, and introduce, teach, and give practice in those skills needed to read the specialized material in her field. She will be certain that her pupils have that 'subject-matter readiness' peculiar to her content field.

It is interesting to note evidences of this acceptance of responsibility by all teachers in the descriptions of teaching techniques submitted to the district office. Instead of being concerned exclusively with subject matter objectives, teachers are showing in demonstration lessons and telling in oral and written reports just what they do to help insure a pupil's study success in their respective fields. They are coming to realize that, when they are building a vocabulary in their particular subjects, they are teaching reading comprehension just as surely as the teacher of primary reading does.

The following account relates how an arithmetic teacher approaches the important task of building a specialized vocabulary for the solving of problems.

By pre-testing and exploring, I check the vocabulary needs of the class before me, and proceed from there either to teach or re-teach the meaning of words necessary for solving the problems at hand. Here, through analysis of meanings and through drill, I focus attention on vocabulary, thus setting in motion associations for recall and remembrance.

The child doing addition should know that the answer is the *sum*, or *total*; in subtrac-

tion, that "sub" means *under*, "traction" to *draw* or *withdraw*; therefore, that the process of subtraction means to withdraw or take away one from another. "Minuend", *to be diminished* or *made smaller*; "subtrahend", "sub", *under*, plus "trahend", *to be drawn*. Therefore, the subtrahend is the number or quantity to be taken away from the minuend. When the words "remainder" or "difference", occur in the answer, I distinguish these terms thus:

'If you had 6 pencils and gave 2 away, 4 pencils *remained*.'

'If you have \$5.00 and I have \$2.00, the *difference* between your money and mine is \$3.00.'

In the fundamental processes of multiplication and division, the terms *multiplicand*, *multiplier*, *divisor*, and *quotient* must be explained and drilled upon during the learning situation. New terms are repeated in every learning activity until they have become fixed in the minds of the children. Fractions necessitate a wealth of vocabulary drill and technique:

3 — numerator (numbers the parts)

4 — denominator (names the parts)

Here, "nominate" or "denominator" calls to mind "denominate" numbers which are numbers having names, such as 6 ft., 5 yds. Proceeding to the subject of measurement, we have "perimeter" of a rectangle, square, or triangle. "Meter", to measure; "peri", around; therefore, perimeter means *to measure around*. Expressed in another way, it is the *sum* of the sides. One can list with the class:

gas meter	speedometer
electric meter	altimeter
thermometer	hydrometer
barometer	pedometer

By employing these methods, the pupil forms the habit of analyzing with the result that he gains a clear understanding of a concept or process. Experience shows that without engaging in this analysis he is more likely to commit to memory words to which little or no meaning is attached.⁷

Content teachers are also describing the practical application of skills and techniques

⁷Adapted from a talk by Miss Violet A. Weisen of the Irving Park School before the Reading Council of District 2 at the November, 1943 meeting.

acquired during the work-type reading period to learning activities in their subjects. In addition to providing for this application an upper grade teacher of social studies and science has set up the following objectives for her classes:

1. to provide the pupils with sufficient opportunity for oral reading with a true audience situation
2. to demonstrate to pupils the need for reading efficiency.⁸

The scene in a typical science period may show that five or six pupils are preparing to present oral reports to the class on their special topics. In advance, each pupil has submitted to the teacher a brief outline as follows:

1. Title of special topic
2. Title and author of book to be used for oral reading selection
3. Page and paragraph numbers to be read to class
4. List of words to be presented to class.

The teacher has given help where needed.

Shortly before the class period, the pupil reporters list on the blackboard unfamiliar or scientific words that will occur in their reports or in the selections to be read orally. The pupil reporter opens his talk with a discussion of the vocabulary he has listed, giving word meanings and pronunciation, and pointing out familiar roots, prefixes, suffixes, etc.

In proceeding with his report, the pupil may use charts, graphs, maps, or drawings. He finds an occasion for reading orally the paragraphs that he has selected and prepared in advance. Other pupils add to the information and ask questions of the speaker. The class decides upon the most important concepts to be retained in connection with the topic.

Activities such as the one just described provide for the application of skills in using reference materials, in skimming and selecting

⁸Adapted from an In-Service report submitted by Miss Mildred Rosenberg, teacher in the Rogers School.

pertinent material for oral reading, in effective dictionary usage, and in oral reading. To the teacher they serve as an aid in evaluating her instruction in reading skills given during the work-type reading period.

Direct Instruction in Reading

Direct instruction is planned presentation by the teacher of a lesson designed to develop a definite reading objective. When the reading program is well co-ordinated in a school, a reading skill can be taught and practiced under conditions that will insure purposeful learning. Pupil's recognition of need in a certain type of skill provides a sufficient reason for planned instruction. Whether such a lesson is given by the teacher in whose class the skill will be applied is of less importance than that the study needs of the class be given adequate attention.

Usually, in departmentally organized schools, the English teacher assumes about fifty-one per cent (which gives her a controlling interest) of the responsibility for planning reading lessons in which a spiral development of fundamental reading abilities can be carried out. She frequently consults other teachers for information regarding the reading needs and study purposes of her pupils. She also attempts to make the directed practice activities more functional by using the curriculum materials of actual learning situations. She constantly keeps in mind the relationship of reading ability to skills involved in written and oral English.

Of great assistance to both the elementary and high school teacher, whether of English or some other subject, has been the Handbook in Work Reading for Grades Seven and Eight⁹ prepared by the English Committee under the direction of a district superintendent. The

basic contents may be summarized as follows.¹⁰

1. Distinct differentiation between recreatory and work-type reading as to purpose, material, and methods
2. Provision for group instruction especially when a new skill is being initiated
3. Provision for both silent and oral work-type reading activities
4. Responsibility of the content subject teacher for maintaining and applying initially taught skills; also for teaching the vocabulary and specialized skills required by her subject
5. The spiral and progressively complex nature of skill development.

Illustrative lessons taken from the various subject areas have been of particular value in showing teachers how reading and language skills should be extended into every pupil learning experience.

A companion volume, *Aids to Reading*,¹¹ accompanies the Handbook and deals with the development of those essential basic skills which do not in themselves involve much reading activity but which do contribute to reading ability. It contains units on vocabulary, dictionary, card-catalogue, encyclopedia, and Readers' Guide.

With these supplementary aids at their disposal, reading teachers have been able to plan a program in basic reading skills so that every child may experience a steady growth in the ability to read effectively and efficiently his daily lesson materials. One English teacher,¹² for example, in reporting on the skill of selecting the main idea of a paragraph, explains how she uses as motivation the desire of pupils to improve their oral and written geography reports. She prefaces her step-by-step procedure with the following introduction:

¹¹"Aids to Reading, Grades 7 and 8." Chicago: Bureau of Curriculum, Board of Education, 1943. (Mimeographed.)

¹²Miss Edith Lawrence, teacher in the Nettelhorst School.

⁹"A Handbook in Work Reading, Grade 7 and 8," Chicago: Bureau of Curriculum, Board of Education, 1943. (Mimeographed.)

¹⁰Adapted from a report submitted by Miss Nellie F. Ryan, District Superintendent and Chairman of the English Committee.

To relate this skill to their work in English composition, children are reminded that a well-constructed paragraph tells about one thing. The aim of our reading lessons in this unit is to discover the idea around which each paragraph we study is built. At first, the teacher and class work together in developing each step of the skill. When the children show understanding of this step, they work independently, with a check-up on results.

It can be seen that both direct and incidental methods have a place in the instructional phase of the developmental reading program. A flexible arrangement is maintained throughout in the amount of time allotted to work reading. Changes in procedures are dependent upon local needs as revealed in continuous and co-operative appraisal.

The Recreatory Phase of the Program

The cultivation of a permanent interest in reading as a leisure-time activity is the primary concern of the teacher during the recreatory reading period in the library or in the literature class. At these times, techniques of reading are not allowed to distract the child's attention from an appreciation and enjoyment of the story he is reading. Work-books based on literary materials have no place in a program of this kind. Writing activities are not permitted to usurp the time provided for free reading and story-telling.

Every conceivable device is being used in the Chicago schools to improve the range and quality of children's reading. The effective utilization of radio programs, such as "World of Wings" and "Let's Tell a Story" has brought about an increased interest in non-fiction books in the school library. The title, "Battle of Books," perhaps explains why this quiz program is so eagerly enjoyed.¹³

¹³"World of Wings," "Let's Tell a Story," and "Battle of Books" are series of broadcasts designed for the upper grades of the elementary school and presented over the Chicago Board of Education's FM station WBEZ as part of their regular schedule of in-school broadcasts.

One teacher-librarian, during Book Week activities last year, encouraged children to draw a rebus (2" x 2") to illustrate the title of some book in the library. Twenty-five of the best "hidden titles" were assembled and hectographed on (9" x 12") paper. This year, interest ran high when a contest took place to see what pupils in grades five to eight could guess the greater number.

Records of free reading done by children are regularly kept. In one school a committee composed of elementary and high school personnel has agreed to follow the practice of studying the reading interests of eighth grade pupils. Lists of children's books are to be sent to the high school where they will be used by 9B English teachers in planning and evaluating this aspect of reading growth.

Co-ordinated Activities

The reading committee in the school, working with its chairman and the principal, has made outstanding contributions to the all-school developmental reading program. In many schools demonstration lessons have been arranged, exhibits of materials prepared, and valuable contacts established with the local high school to promote better co-ordination. Co-operatively formulated plans for reading instruction have been agreed upon by teachers at each grade level. Special drill materials have been produced by teacher committees when suitable materials were not readily available. Principals have distributed helpful supervisory bulletins designed to assist teachers in various aspects of the program. Tests have been devised and experiments undertaken, a number of which have been described at meetings of the district reading council.

One elementary school¹⁴ is maintaining a reading room where a variety of co-ordinated reading activities of the school are exhibited from time to time. On one occasion the following productions were featured:

¹⁴Monroe School.

Bibliographies:

Bibliographies compiled by teachers.
grades one to eight

Bibliographies compiled by teachers

Integrated Units of Reading in the Primary Day

Reading Activities: Grades 4B to 8A
Outlining.

Teaching Techniques:

Technique for Word-Study Used in
Fifth-Grade Science

Technique for Vocabulary Building
Used in Sewing Projects by Home
Mechanics Teacher

Technique for Vocabulary Building
Used by a Seventh Grade Mathematics
Teacher.

Another school¹⁵ reports the successful use of demonstration lessons. In the first one undertaken the teachers acted as pupils. Following that motivating experience, a lesson was given by a fifth grade teacher before the reading committee. The possibilities for profitable study and in-service training in such activities as these are great.

Meetings of the reading council have produced excellent material which is being used to decided advantage by teachers of the district. Panel discussions have included both presentations of points of view and demon-

¹⁵Brentano School.

strations of teaching procedures. For its monthly meetings one district organizes material on the teaching of reading in the content fields. Another tackles the problem of reading instruction by a systematic group study of the skills involved and their probable grade placement in such areas as, "Reading to Make a Report," "The Place of Graphic Materials and the Skills and Understandings Needed for the Interpretation of Them," and "Vocabulary Problems."

Annotated bibliographies in each content field have been prepared by committees of the council in one part of the city, while a neighboring reading council has been sponsoring a series of demonstration lessons which teachers are invited to attend after school hours. These well-planned performances have been given serious attention by hundreds of Chicago teachers.

It is impossible, within the limits of this article, to describe adequately the many different types of work in the field of reading being carried out this year by our elementary personnel. In-service bulletins, issued by the central office from time to time, will deal with significant developments taking place in the city-wide program. Through the operation of all our co-ordinating activities, a foundation is being laid for the more purposeful and effective participation of the educational staff in the problem of reading improvement.

All the schools in the world will have to be reborn after this great conflict, if the boys who have died are not to have died in vain. In the years to come it will be even more important for the schools to teach character than to teach facts.

—Henry A. Wallace in the *Journal of the N. E. A.*
for December, 1943.

"Let's Say You'll Teach Children, Miss Browne"

MAY LAZAR
and
LILIAN J. LEBOIT*

Miss Browne is a teacher in a large New York City school. For almost sixteen years she has been teaching first grade children. At the end of last term, her principal called her into his office. "Miss Browne," he said thoughtfully, "you know, of course, that our elementary school program is changing. Even though the change is now official, no one expects it to take place over night. This next term I am very eager to see the new program introduced in the first grade with your group."

In reply to the inquiring look on Miss Browne's face, he continued, "What I should like to see you do this coming year is to 'experiment'—to explore the problems of a modern first year program in a school like ours. I think I should tell you," he added, "that I am asking you to conduct this exploratory program not merely because you are a competent first grade teacher. What seems more important at the moment is that I believe you are capable of the professional growth that is demanded by these newer methods. I am confident that you'll make a sincere effort to understand and interpret these newer concepts and that you'll evaluate your experiences for us without prejudice against the unfamiliar."

"But just what changes will this involve in my teaching?" Miss Browne inquired with some apprehension.

"Some fundamental ones, I hope, Miss Browne! You will keep your children as usual for at least a year. However, instead of beginning to teach them to read at once

from a basic reader as you have been doing, I want you to feel completely free from any pressure to introduce reading, particularly in the first half of the year."

"What shall I teach if I don't teach reading?" Miss Browne wanted to know.

"Let's say you'll teach children, Miss Browne," the principal countered with a smile. "You'll have a chance to lift your eyes from your 'reader' and take a good long look at the children. Take the time to find out what they are like and what it is they need so much more than formal book reading. Help them to adjust to the school, to you, and to one another. Watch them at play. Play is a youngster's serious business. Give them an opportunity to play out their ideas and their feelings. Instead of just a 'basic' reader, use basic experiences. Use language, music, clay, paint; use the environment—the school building, the people in it, your aquarium, our nature room, walks, trips, the neighborhood, the children's home life. Of course, you'll want to introduce whatever reading the children have any real use for—letters they receive, plans they make, signs they need, experiences they want to record. You'll want them to hear stories and poems, and to handle the picture books in that attractive room library of yours. But, above all, no pressure on yourself or the children to learn to read so many words or so many pages a term!" He drew a deep breath. "Well, Miss Browne, that's the idea. How does it sound?"

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Miss Browne shook her head ruefully. "Somewhat like learning to teach all over again! I won't pretend I don't feel all at sea. But I do like the idea of having more time to get to know the children and of giving them more time to grow into school life. I've never had a 1A class yet that didn't have some youngsters still in a fog when I began to teach reading."

"Good! We'll want to utilize your experience in planning our future first year activities. It would be a great help to all of us, therefore, if you would keep some kind of informal record of the procedures you develop and the problems you encounter. Remember that it will be just as important for us to know what doesn't work as to learn what does." He reached across the desk for some books. "Incidentally, you may find these helpful. *Learning to Read Through Experience* by Lamoreaux and Lee¹; *Guiding Children's Reading Through Experiences* by Gans²; Harrison's³ revision of her *Reading Readiness*; and this bulletin *Reading Readiness in the First Grade*.⁴ Take your time, Miss Browne, and flash an SOS if you need any help from me."

The first entry on Miss Browne's informal record did not appear until the end of the third week of the new term. She claims she wrote it in a "positive frenzy."

OCTOBER 1: Have just about caught my breath! "Basic experiences" indeed! Have just taken inventory of my materials on hand. Books, workbooks, more books, and a few crayons! Must see Miss H. immediately

¹Lamoreaux, Lillian and Lee, Dorris May. *Learning to Read through Experience*. New York: D. Appleton-Century Co., 1943.

²Gans, Roma. *Guiding Children's Reading through Experiences*. New York: Teachers College, Columbia University, 1941.

³Harrison, Lucille. *Reading Readiness*. (Revised) Boston: Houghton Mifflin, 1939.

⁴Bureau of Reference, Research and Statistics. Educational Research Bulletin No. 5, *Reading Readiness in the First Grade*. City of New York: Board of Education, 1943.

about music and some rhythms... Must ask Mrs. K. if we may borrow some kindergarten blocks. Will sit in on the finger painting demonstration this afternoon. Finger paints sound good for some of these children...

Other entries then appeared more regularly from time to time. The following are typical:

OCTOBER 11: Are these children a particularly immature group or am I really looking at them with a seeing eye? Some of them seem terribly immature. Rose is so shy, she just won't talk at all. Doris and Richard... baby talk... Richard's quite serious... hard to understand him... Lily walks down stairs right foot first on each step like a three- or four-year-old... so helpless with her coat and buttons, too. Believe I will try to act on Gans's⁵ suggestion for a class directory... Need loads of language work!

NOVEMBER 8: Our little directory is growing... now full of photographs the children brought and of little stories dictated to me. Vincent, the new sad-looking boy made his first contribution! He brought a picture and asked me to write, "This is my baby brother Dominick" under it. The directory and the home stories have led to plans for a playhouse.

NOVEMBER 17: Twice this week parents have been in to ask why the children aren't reading books. I had Marion go to our playhouse chart and read the story to her mother. Marion's mother understood quickly when I explained what we were doing. Richard's mother, however, is really disturbed, worried that he is "stupid." When she began to insist on his having a reader I asked her (à la Townsend's⁶ suggestion) if she would sign a note stating that she insisted Richard be taught to read and that she agreed to be fully responsible if he attached such a dislike to reading that

⁵Gans, op cit., p. 45.

⁶Townsend, W. B. "When to Start Reading Activities." *The Instructor*, October, 1935, p. 18.

he became a school failure. Became quite panicky . . . assured me that she wasn't trying to interfere . . .

N.B. My first SOS to Mr. W. . . . "Arrange a parents' tea conference and explain to all of them what we are trying to do." Also I must try to arrange for the children to invite their parents to see us at work. Will have some of the children ask their parents to help us make the trip to the pet store on Decatur Street next week.

DECEMBER 6: Had two experiences this week which convince me that ordinary happenings often provide "raw material" for learning. When we went down for recess this morning, noticed that the yard was still full of large rain puddles. Were about to return to the room much to the children's disappointment, when it occurred to me that they might enjoy seeing their reflections in the clear water. What fun they had! They looked at themselves, felt the water. . . . Back in the room we developed some stories which we placed on charts: "Today we went down to play. We saw water in the yard. We looked in the water. We saw ourselves. We touched the water. The water felt cold. The water felt wet." We drew a large circle (the puddle) and then each child drew his own interpretation of himself looking into the puddle.

And then yesterday! There was an unexpected assembly period which interrupted us as we were painting things for our playhouse. When the children returned to their painting, they were confronted with a crisis. Our precious brushes had stiffened in the last stages of rigor mortis! We discussed what we should have done. What could we do now? Leonard and Billy volunteered to ask Mr. Y. at the corner paint store for his advice. When they report back, we shall formulate some rules and record them to prevent another such emergency.

Early in January an entry appeared in

Miss Browne's record underlined in red with an air of urgency: "See Mr. W. today!"

The principal was in his office when she called. "I want to see you," she explained, "about a number of children in my class who seem quite ready to read. They've really learned many words from our informal charts. As a matter of fact, just to see how many words they do know, I made up a little sight vocabulary test which I gave them. They did rather well. Naturally, since I've been consciously weaving in vocabulary that they'll meet later in the books, they already know some of these words, too. They are keenly interested in the books in our little library. They keep coming up to ask 'What does this word say?' Then too, they are beginning to point out likenesses in words. You know—'That's how my name starts!' or 'These two words end the same way, don't they?' and so on. . . ." She laughed. "Why only this morning David went over to the chart with '*today*' on it and announced solemnly to me that 'if you take this part off and put a *p* and an *l* there and then put this part on, it says *playing*!' Do you suppose I've already delayed reading too long for these children?"

The principal smiled, "Obviously not! They have already begun to read, haven't they? I believe you should now give them whatever systematic help they need in order to read these stories they are so eager for. That eagerness is a great tribute to you, Miss Browne. Feed it with the kind of help you give. Use only the workbook exercises they really need; only the phonics that serve their immediate reading needs. Create in them an ever urgent need for meaning. And let them read! Nor would I worry about having delayed reading for these children. In general, if a program has been full of worth-while experiences—the child who is ready to read hasn't lost anything by the 'delay,' while the child who wasn't ready has been saved from

the terrific shock of failure. The fact that one child may have learned to walk a few months later than another doesn't affect his ability to walk by the time he's in the 1A, does it?"

"I see what you mean." Miss Browne nodded her head. "By the time these children have been reading for a while the fact that they started later won't matter at all. Well, then I shall plan to let this group read as fast as they are able to go. I'm also thinking ahead for the other children. What is your opinion of the more formal type of reading readiness exercises—the kind we have in our readiness workbooks?"

"Well, they do have definite value. They do meet definite needs. They help to develop perceptual, directional, and other reading skills. *But they are certainly no substitute for a rich background of experience.* As a matter of fact I had intended to suggest that you start this program with a readiness test, but I changed my mind because at this point I didn't want to create in your thinking any emphasis on a limited 'readiness' program. I feel that next year you'll be able to use such test data against a broader background, and not fall into the error of thinking that a matching exercise is synonymous with a readiness program."

"Well, perhaps you're right," Miss Browne observed, "but it would have been interesting to have given such a test and then to check at the end of this year to see how well the test really predicted readiness."

"Next year you may plan to use a readiness test," the principal promised. "Meanwhile I should like to call your attention to this new Reading Readiness Inventory."⁷

"There's another problem I wanted to discuss with you," Miss Browne continued. "I'm beginning to be greatly concerned about what

happens to my class when they leave me. When they enter the second grade some of them will be good readers, others will have had about six months of actual reading instruction, and a few like little Wallace and Lily... why they may just about be ready to read a primer. Lily may not even be mature enough to go ahead to the second grade. I think Wallace will be able to make it with some special help. What happens to them next year is going to be terribly important!"

"I had planned to discuss this with you," the principal replied. "Miss Drew knows she will have your group. You and she will have opportunities to confer about the children and what they have accomplished. She will have a chance to visit your class a few times before the end of the year. And if you should wish to confer with her about any special problem, that too can be arranged. Does that answer your question?"

"Yes, indeed!" Miss Browne was greatly relieved.

"Moreover," the principal continued, "since we are going to extend the informal program into the whole first year, I am planning a series of joint first and second year conferences before the next school year begins. I hope that at these conferences you will be willing to explain to the other teachers what you have been doing."

"You know," he added as she rose to leave, "you haven't given me an opportunity to tell you how much I've enjoyed visiting your class this term. The children are certainly having a good time! What about you, Miss Browne?"

"Well," Miss Browne said reflectively, "I've wondered, too. It's harder this way, but I know I would rather 'teach children' than 'teach reading.' It does get easier as I go along, but there isn't much danger of my getting into a rut keeping up with this program!"

The principal laughed. "When you find yourself longing for a comfortable rut, Miss

⁷Bureau of Reference, Research and Statistics. *New York Reading Readiness Inventory*. City of New York: Board of Education, 1943.

Browne, remind yourself that the difference between a rut and a grave has been called just one of size!"

The Miss Browne of our story may be mythical, but her problems are very real. In fact, they have been telescoped from a number of actual experiences. They are the problems being faced today by teachers in the New York City schools as they seek to make the transition from a first grade top-heavy-with-reading curriculum to an informal program adapted to the needs of young children.

The Bureau of Reference, Research and Statistics has been interested for some time in the development of such a comprehensive readiness program. Our staff has been working in a number of selected schools, studying first grade children, and attempting to guide the development of effective instructional practices. The one most important problem which has emerged has been the re-training of teachers. It is a problem complicated by the fact that many of them have been using for years a formal methodology in which the

whole curriculum has been mainly a matter of teaching an entire class to read a basic reader. "Re-training," therefore, involves not merely new books for old or even new methods for old, but rather new attitudes, new concepts, and new values. Above all else such re-training must accomplish one thing: it must help the teacher to think increasingly in terms of the child.

The Bureau staff has attempted in a number of ways to create this sharper focus of attention on the child: materials have been developed and explored with the teachers, techniques of observation have been cooperatively created and evaluated, records have been similarly weighed and adapted. Individual children have been studied intensively and the results continuously interpreted to the teacher.

Clearly where such a fundamental re-orientation is desired, there is not likely to be any sensational, overnight change of attitude. However, it has been most heartening to observe the steady evidence of teacher growth, and to note how many will respond to the idea "Let's say that you'll teach children!"

The Claremont Colleges Library (Cal.) has published a mimeographed volume of Proceedings of the 1943 Reading Conference sponsored by Claremont Colleges. It includes papers on testing, classroom procedures, materials, concepts of reading, Basic English, and many related topics. Ask for the Eighth Yearbook. Price, \$2.50.

Social Habits and Reading Skills

C. DEWITT BONEY AND KATHRYN HOOD¹

Some of our poorest readers are students who have a good knowledge of the reading skills.

The paradox that might exist in this statement for some people is resolved when they observe closely the children who, with very excellent knowledge of reading, fail to use it as a part of a well-integrated life. The child who tries to read to his classmates and falters because of a neurosis, or the child who wants friends but denies himself friends because of a mania for reading is illustrative of those who know but who cannot use their knowledge.

Some Illustrative Cases

Let no one think that this is a minor matter, for either the child, the home, or the school. The cases of Mary, Lee, and Barty were trying for everyone involved. Mary was an extensive reader of cheap literature. We have learned not to become too critical of a child's reading when he is in what is known as the "serial" or "comic stage." Time and different diet will generally bring about a needed change. But not so with 12-year-old Mary. Days without end she spent every spare moment with the reading of her fancy. This narrow over-indulgence resulted in eye strain and a weak body that needed exercise. She neglected many of her home and school chores. She finally had to be withdrawn from school for special treatment, which put a temporary stop to all reading.

Lee is a boy with a brilliant mind and a strong will to read political history. So excellent were his powers that this 14-year-old boy was able to give a three-quarter-hour talk on current and past political history that amazed adults and left his classmates with a feeling of awe. And yet he failed in the fresh-

man year of two high schools because he refused to work in any field other than political history.

Barty wanted friends and was sick because she did not have them, but her mania for reading denied her this privilege.

Gratifying Results

There are experiences for which the school, the parents, and associated agencies are greatly repaid for their labors. Robert tried time and again to read before his classmates, but he, his teacher, and his classmates knew that he would fail before he started. Through treatment over a period of three years he has recovered sufficiently to read before his classmates and enjoy it. The school's part in this recovery was to suggest, and even urge, that parents attend the Newark speech clinic with this boy. It was indeed a good omen for the education of present day youth to witness a parent give up the customary pleasure of a Saturday afternoon to be with this child at the speech clinic. It was just as significant for educators to see the parent impart to the teacher methods and devices to be employed while the child was under her care.

Norman suffered with infantile paralysis at an early age. He was schooled privately until eleven when he entered our sixth grade. He worked very effectively alone. His reading powers were above his grade norm. But his outstanding deficiencies were shown when he tried to work with others. He lacked poise. He trembled when he talked with his classmates. He talked with his head down, never facing his audience. Within a period of a few months a great transformation had taken place in this boy. He was able to give extensive

¹Principal and teacher, respectively, at the Nassau School, East Orange, N. J.

talks before his classmates and deeply enjoy what he was doing. The observable method used to bring about this change was teacher and child conferences. Some of these were held privately. Also, many of his classmates helped. But this does not adequately describe the forces that gave this boy the needed strength.

Marjorie was a precocious child. She could outline a project with considerable ease. Her powers were such that she could read from two to three hundred pages from a dozen sources and draw conclusions befitting a much older student. But her classmates found it difficult to work with her. "Too bossy," was the remark made by most of the pupils who tried to work with her. The school's job, which the parents recognized and assisted in, was long and sometimes very tiring. In general, the procedure might be described as that of counselling. There was compensation for those who had watched her grow over a period of years, for she improved in ability to work with others.

Regarding the causes for improvement in these cases we are frequently as puzzled as are many psychiatrists. Writes one regarding the results obtained in hospitals, "Although 30 to 50 per cent of patients (depending upon the hospital) are discharged improved or recovered, in practically all instances the real reason for improvement remains unknown."¹ And we in the schools are equally perplexed to know how long the changes wrought in social behavior will last. We are not for a moment foolish enough to believe that these are permanent. New groups will demand new adjustments that many children will find very difficult to make. We only trust that our work will help them.

We in the Nassau School have been giving special attention to the establishment of good

social and physical habits. Quite naturally we cannot report phenomenal success, because all schools work to a degree to attain these objectives. Through our work of close observation of children from kindergarten through the eighth grade we have observed certain principles which we report here in the spirit of sharing. We have been helped considerably by the experiences of other workers, and it is our hope that what we have to say will be in some measure reciprocated.

Measuring the Intangibles

It is important that we rid ourselves of the idea that, because a trait cannot be measured as accurately as a knowledge, it does not exist. There is a general feeling that until we can get instruments that can measure objectively the substance taught that really effective teaching cannot be had. The scientific movement of the past three decades is responsible for this view. It is because of this feeling that the efforts of the average school to correct social habits are minor compared with their work to teach knowledges that can be measured, even though the measuring instruments are very limited. It must be remembered that much of what we call social behavior exists in the minds of one's neighbors. A student might believe that he is cooperative. His judgment upon the matter is important, but just as important is the opinion of his neighbors. The confines of a social trait are much broader than that of a bare knowledge. Accordingly, the checking device for the former must be much broader than the latter.

The teacher needs training and sufficient time to study the needs of each individual. All learnings are individual rather than collective, and the methods that beget good learnings are usually peculiar to the individual. The teacher evaluates the child's behavior separately from that of the group. This consideration is necessary before effective methods can

¹Martin, Alexander Reid, "Recent Trends in Psychiatry of Particular Significance to Religion." *Religious Education*, May-June, 1943, p. 135.

be established. The home, the church, the playground, and the community in general must at one time or another come under the consideration of the teacher who lays the plans for instruction.

Lest someone think that this approach makes the teacher a pure scientist and takes her out of the class of a human teacher, we must point out that while one of the major principles of the scientific process is, "remove the cause to effect a cure," such a principle is almost futile when the cause involves a parent or some other well-established part of the child's environment. This scientific principle must undergo great alterations before it can be used in educational work. A more suitable version of it is "go to the cause, study it, pray beside it, and most surely work slowly, patiently, and persistently with it." This most assuredly is the best and the only way, for sometimes the school, the teacher, or the principal is one of the primary factors that causes a deficiency in a personality.

Observing the Individual

To fully understand a child's deficiencies, we should observe him over a long period of time. This is of greatest importance, for deficiencies do not always show themselves immediately. Furtiveness of various sorts, for example, are sometimes very difficult to detect. At one time the sign of petty thievery pointed towards a third grade boy, but it was only after several years of observation that this suspicion was confirmed. In addition to their subtlety, social deficiencies are sometimes very elusive. We have had an industrious non-cooperative person changed into one who was much easier for classmates to work with, but who lost much of his former initiative. The causes for these changes sometimes are obvious and at other times difficult to understand.

This practice of observing a child closely enough during his work and play to discover his weaknesses assumes that there are standards

for judging truthfulness, cooperativeness, and various other attributes of character. Such standards inevitably come from the environment in which the child lives. There is built within each classroom a code of ethics. While it is trite to discuss this code here it is not trite to point out its significance. It is the most influential medium outside of the home, that society has provided for the propagation of its most hoped for ideals.

In the light of the fact that standards and the evaluation of pupil growth are all subjective, can there be much agreement among observers regarding changes in conduct? Our conclusion, derived mostly from the thinking of the staff and the parents, is that there is fairly high agreement. Frequent disagreement regarding the labeling of deficiencies leads us to avoid too much emphasis on naming a deficiency, and to confine most of our efforts to describing the deficiency. Parents confirm many of our opinions, and in some instances they help us in determining growths that take place.

Anecdotal Records

Since records are an essential part of this corrective work, and since there are no completely valid instruments for measuring personality traits, we have turned to the story or anecdotal record. These are most helpful to us because they correlate most closely with the common way that people evaluate a personality. This is done by observing a person's actions and then formulating a word picture of the conduct observed. We frequently hear this sort of language and use it ourselves: "He does not get along well with his neighbors," or, "He is a good well-rounded citizen." The errors in this typing are obvious. In the first place, to judge the total personality is a most difficult thing to do. Secondly, types are frequently used in a most superficial way. There are no common standards for applying them. A person may be adjudged to be gen-

erally reliable by a neighbor who has known him for a great many years or he may receive a different label from someone who has known him for only a short time. The anecdotal record is an improvement over common practice in several respects. No attempt is made to record a total personality. Recordings are limited to those phases deemed in greatest need of improvement. Thus our records resemble those of a physician who writes primarily the nature of the illness and the treatment. If we wish a full acquaintance with the child (and we do, for that is the necessary basis for good instruction), we can get this only through close living with him.

Interpreting the Records

Since our records deal only with the child's weak points, the question might rightly be asked about the possibilities of prejudicing the new teacher. It has been commonly believed that to be fair with the child this teacher should be ignorant of his personality defects. According to this theory, if the sending teacher could not say anything good about him, nothing at all should be said. We have found this belief to be fallacious. Our educational staff believes that every personality is worthwhile even though it is likely to have weak points. So a record in our school showing a child's weakness acts as a stimulus to the receiving teacher. It keeps her sometimes from meandering for months trying to grapple with the child's basic difficulties. The teacher understands even before she reads the record that it does not give a full appraisal of the child. Furthermore, she understands that she must get full knowledge through a long period of living with him.

A second principle regarding these records is that we attempt to separate the description of a child's deficiency from the teacher's opinion of it. Of course this is not always possible, but we try to adhere to this principle.

The value of this is that while a good description of a child's act will stand, the teacher's interpretation of the cause for it frequently changes with time. If the child has frequent fights, and the teacher records a typical illustration of this deficiency, her opinion of the cause may change later on, but the example that she has recorded will not. Teachers should record their opinions, for these are by no means worthless to succeeding teachers. The following entries made by a teacher in a child's individual record is illustrative of the descriptive phase of the record:

October 1941. John disputed Mary's facts. She threw down her books and walked out of the room. When questioned by her teacher she would not answer. The following morning she returned to the group. Her four associates proceeded to select a chairman. When a member was selected whom she did not like she put her head on her desk and began to cry.

June 1942. Mary worked with the scenery group without friction great enough to be called to the attention of the teacher. There were four of her classmates on this committee with whom she had had frequent conflicts in the beginning of the year.

In the fall the teacher reported when she recorded the above typical description of Mary's deficiency that she was unable to determine the cause for Mary's actions. She did write that a conference with Mary's mother led her to believe that the child's fractiousness was also shown at home. In the spring the teacher wrote that while Mary was living better with her classmates there was evidence that she was not living well with all of her neighbors. It is very possible that months or years later this information will have a direct bearing upon the true diagnosis of this child's deficiency. Record making is not an easy part of teaching good social habits, as many schools have discovered. The amount of teacher time for making

Victory Will Be Fun

FLORENCE BRUMBAUGH¹

"How can humor be injected into the serious activities of children in wartime?" was the question faced by a group of teachers who recognized this need of young children. Plans had been made to raise money for the Junior Red Cross, but since these were indefinite, it was decided to try to incorporate fun into these activities. The following letter, decorated with smiling children's faces, was mimeographed and given to each pupil. The nursery school children took theirs home to gain assistance from their parents in filling them out, but the others used them as reading and discussion material. The results were tabulated and as many of the ideas as were practicable were used.

FUN WEEK

Dear Girls and Boys,

The week of the Bazaar will be FUN WEEK.

- I. What funny books should be displayed in the library?
 1.
 2.
 - II. What funny songs should we sing at Assembly?
 1.
 2.
 - III. What entertainment should we have at Assembly?
 - IV. What food would be fun to have for lunch that week?
 - V. How could your class make a funny bulletin board?
 - VI. What else would be fun to do that week?
- Use the other side to write on if you do not have enough room.
- My name is
- My class is Date

The desire for costumes, as shown by many replies, was satisfied by a Salvage Parade on Monday of "Fun Week," for all had decided to shorten the title "Victory Will Be Fun." Original costumes were planned, using salvage materials that could be deposited in bins at the end of the parade or would stimulate the collection of other materials. Posters and banners were made and carried as each class paraded by the reviewing stand where judges from the A. W. V. S. and several teachers decided which were the best and awarded prizes of war stamps. One child had composed an original march for the occasion and played it over and over, accompanied by the rhythm band as the little drum majors led the groups around the gymnasium.

Tuesday was Skit Day, with admission charges of 2c for children and 5c for adults. Several classes combined, and by selecting the most popular songs listed on the questionnaire for interludes, organized a well balanced program. This included several short plays, dancing and piano and cello solos. The one serious note was an appeal by two uniformed C. D. V. O. speakers who asked them to urge their parents to contribute to the Blood Bank. Some of the younger pupils garbled their accounts somewhat and assured their mothers that if they gave their blood they could wear a pretty uniform!

Wednesday was Movie Day. Animated cartoons were brought by various children, and shown at the Assembly. Voluntary contributions were made and door prizes donated by several parents were awarded to the lucky ticket holders. Time did not permit the showing of all of the films brought, so the older boys continued showing these all day

¹Hunter College of the City of New York.

in a class room where they operated a small projector. Additional pennies were collected in this way.

Thursday was the Big Day. Every class had contributed articles made in school or "White Elephants" from home for the Bazaar, that was held in the library. Humorous books chosen by the pupils were on display, the bulletin boards all over the school blossomed with cartoons and comic pictures or original drawings.

Older pupils acted as cashiers and decided upon prices to be charged. Several classes held overflow sales in their rooms and took orders for future delivery. Some provided additional entertainment through grab bags and skits that were not given on Tuesday.

Friday was Food Day, for eating is always fun. Homemade candy and cake plus pink lemonade had been made and were sold. The dietician had cooperated by combining the requests of the children for special food, and each day had furnished the indigestible articles desired. On Friday the children supplemented this menu with their purchases at the tables set up in the hall, but no parent complained of tummyaches created by the week's orgy, but stated that more pupils wished to order the school lunch than at any previous time.

Teachers may be interested in knowing which books were regarded as the most humorous. One hundred and forty-two titles were listed, and showed little relationship to reading or chronological age, as the older pupils enjoyed many of those listed by the younger ones. The most popular ones were the eight books of the Disney Series, the two Mary Poppins books, Great Geppy, Mr. Poppers' Penguins, the Milne books and Dr. Doolittle. The Oz books ranked next with *500 Hats* as the favorite of the younger children.

Creative writing was at its height before Fun Week, as the children composed jingles

and planned the wording for their advertisements. The bulletin boards indicated that most of them agreed with one child who wrote, "Display things that do not belong together," for many of them were absurd. Some turned the items upside down, others wrote mixed up recipes and riddles. A humorous map, masks, plane insignia and other original ideas were displayed.

The last question resulted in affording the pupils an opportunity to have fun in other ways in their own class rooms. Some of the requests were:

- Have pupils be the teachers.
- Have no tests or home work.
- Tell jokes and stories.
- Upset the program—do everything at the wrong time and mix up the special teachers.
- Tell each others' fortunes.
- Make up songs about each other.
- Trade cards.
- Play the radio and victrola all day.
- Go to the library every day.
- Have a party.
- Have a lot of assemblies.
- Make the student teachers be the pupils.
- Walk through the college and hear the big girls make a lot of noise, then come back and imitate them.
- Make toys and books for poor children.

Almost three hundred dollars were presented to the Junior Red Cross, but the values in terms of joy could not be measured, either during the time of preparation or at the culmination. Parents spoke of the behavior of the children as they worked on gadgets for weeks at home to be sold at the bazaar. Their wonder at the ingenuity shown in devising articles of waste and non-priority materials was equalled by that of the teachers, who had not observed such originality in other activities.

After Fun Week was over, one teacher entered her room to be greeted by the class "We know—UN—Fun Week, and we must settle down to real work," and they did.

Teachers were weary, but both they and the children agreed that their efforts had contributed to final victory and that *that* day would be the most fun of all.

MORE EXPERIENCES IN TEACHING READING

(Continued from page 46)

scripts that would be suitable for an eighth grade reading class. The station sent me thirty-five copies of each of sixteen programs from a series prepared under the editorial supervision of Dr. D. F. Fleming of Vanderbilt University, entitled, "America Looks Abroad." I used the plan that had been used in the history class. Two programs were given each week, and each child in the class took

part on one or both of the programs. We had a copy for each child, whether he was on the program or not. The children enjoyed those periods more than any other in the week and the results were most gratifying. The poorest readers were soon taking parts and giving them well. I think those pupils really learned to read.

SOCIAL HABITS AND READING SKILLS

(Continued from page 62)

them, the discovery of a language pattern even within a small staff that each can use and understand, and the arrangement for continuity of instruction are great difficulties. During our six years of experimentation we have been handicapped by each of these. But even so our recordings have been valuable and we have faith that through continued work together in this small school of sixteen teachers some of these handicaps will be gradually overcome.

The needs for the improvement of instruction of social habits in relation to reading

skills are great. These needs fall into four categories: better methods for measuring growths in personality development; smaller classes; greater emphasis by all educational agencies upon individual methods; and, an increase in the number of allied agencies. These should have first consideration in the post-war planning, for with the arrival of peace mankind will want to apply its enormous resources to worthwhile tasks. The teaching of children to use the reading tool for the betterment of themselves and their associates should meet this requirement.

The Case Record of Jerry, A Non-Reader

KARL F. NOLTE*

Jerry entered kindergarten at the age of 5 years, 4 months. He was advanced the next year to the first grade. A readiness test¹ administered at the beginning of the first grade indicated that, although not outstanding, he would do satisfactory work. His poorest work was in reading, although standardized achievement test results at the close of the year showed him at the norm. He scored considerably above the norm in number work. His deficiencies in reading did not show up so noticeably until he reached the second grade. His progress during the second year was slow, and by April his scores in reading and spelling on standardized achievement tests were approximately at the first grade norms. In arithmetic and language usage his attainment approached the second grade norms. Hence, indications pointed particularly to difficulty in reading.

A thorough individual diagnosis was begun following the April group tests. On the Revised Stanford-Binet test, his I.Q. was 133. Following this evidence of high mentality, he was given the Monroe Diagnostic Reading Examination.² His average reading grade was 1.8 and spelling, 1.7, which approached the norms for the first grade and showed his accomplishment as retarded at least a year. An examination of results on the Iota Word Test and the Word Discrimination Test disclosed numerous reversals and extreme difficulty with nearly all vowel sounds. He repeatedly confused such letters as *d* and *b*, *p* and *b*, and *p* and *q*. He reversed letters within the word, giving *sacred* for *scared*, *repats* for *repast*, and *pruse* for *purse*. As to the vowels, most of them were given the long sound as *cârd* was

given for *card*, *cârt* for *cart*, *Cârl* for *Carl*, *foor* for *for*, *dône* for *done*, and *toon* for *ton*. If the vowels were given correctly, there were other confusions as *yend* was given for *wend*, and *cuck* for *chuck*. The *c* and *ch* were often confused as were *s* and *sh*.

Not only did he confuse the vowel sounds, but other vowels were substituted for the correct vowel as *in* was given for *on*, *nup* for *nip*, *tep* for *tap*, and numerous others. A word like *apple* simply baffled him. After considerable effort, he pronounced it *uppelee*.

Following the Monroe diagnosis, he was given the Betts³ telebinocular eye tests. Of the first eight, Tests 5, 6, and 7 showed a slight indication of possible difficulty. These dealt with coordination level, lateral imbalance, and fusion respectively. The eight tests were repeated in a half year's time to clear up possible doubt on any of the particular tests in question. On the re-test, Test 5 was considered passing, a part of Test 6 was questionable, and Test 7 showed normal fusion. After eye tests were given by the school's health department and a local clinic, the evidence was considered sufficient without further examination.

At the beginning of Jerry's third year, he could scarcely read in a primer. His teacher, having had training in remedial reading, met the challenge and set about correcting his

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¹All references to test results in this article are included in one summary table.

²Monroe, Marion, *Diagnostic Reading Examination*. Illinois Institute for Juvenile Research, Chicago.

³Betts *Ready to Read Tests*, Keystone View Company, Meadville, Pa., 1938.

TABLE SHOWING TEST RECORD OF JERRY, GRADES 1-6

Date	Grade	C. A.	Metropolitan Achievement Test							Durrell-Sullivan Test		Monroe Diagnos.		New Stanford Reading	I. Q. Binet	
			Read.	Arith.	Lang.	Spell.	Lit.	Hist.	Geog.	Av.	Cap.	Achiev.	Av. Read.			Ayer's Spell
9-16-37	1	6-4	84*													133
4-20-38	1	6-11	1.8	2.5						1.10						
4-3-39	2	7-11														
4-18-39	2	7-11	1.10	2.7	2.4	1.8				2.2						
5-9-39	2	8-0														
10-24-39	3	8-5														142
10-31-39	3	8-5														
4-17-40	3	8-11	3.2	3.10	4.3	2.4				3.5			2.7			
5-6-40	3	9-0													4.2	
5-27-40	3	9-0														
12-5-40	4	9-7														
4-22-41	4	9-11	5.0	4.9	4.8	3.8	5.0	4.7	4.3	4.7						
5-23-41	4	10-0														
4-28-42	5	10-11	4.9	5.6	6.3	4.9	5.2	4.8	5.4	5.3						
4-19-43	6	11-11	6.3	5.7	6.4	4.7	6.0	5.6	5.9	5.8						

*Metropolitan Reading Test Score. Critical score on this test was 60, indicating one chance in four of attaining normal first grade status if under 60.

difficulties. He was given the Durrell-Sullivan Reading Capacity Test⁴ in October along with all other third graders in the school system. The test was followed in a week's time with the Durrell-Sullivan Reading Achievement Test. His grade equivalent on the Capacity test was 4.1 and his age equivalent 9-5. (His C.A. at this time was 8.5). His grade equivalent on the Achievement test was 2.7 and age equivalent, 7-11. As far as these tests disclosed, he not only fell short of what he should accomplish in reading, but was reading considerably below his capacity.

For further diagnosis, he was checked on the Witty and Kopel Diagnostic Child Study Record, Form II A., *Pupil Report on Handedness and Laterality*.⁵ His handedness index on this report was LR, that is, left with right-handed tendencies. His handedness score was 40. In addition he was tested for eyedness and footedness. These tests followed the lines of motor tests as described in Chapter V, and tests of visual imagery as given in Chapter VI of Stanger and Donohue's *Prediction and Prevention of Reading Difficulties*.⁶ The tests indicated he was right-eyed and left-footed. As to handedness, he preferred his left hand in everything but writing. The family history disclosed an aunt who was left-handed. His father is left-handed and the mother is partially so. Since Jerry used his left hand in everything but writing, and all tests pointed to a left hand dominance, he was changed so as to write with the left hand. At first there were evidences of nervousness. Mirror writing appeared for the first time. But these disorders could be expected in making the change in handedness. However, in a short time Jerry made the adjustment and seemed less clumsy with the left hand. He gradually im-

proved in his writing and made steady improvement during the year.

A daily diary of Jerry's progress was kept by his teacher throughout the year. This was very interesting and revealed what actually took place from day to day. He was started early in September with intensive phonetic drill, especially on the short vowels. Words with the short vowels and also non-phonetic words which gave him difficulty were traced. Consonant sounds such as *p* and *g* were confusing and were given emphasis. His difficulty with reversals continued to be troublesome during the first months, but most of these were eliminated before the Christmas holidays. From then on reversals were only occasional.

Jerry experienced great difficulty in moving forward from left to right in his reading. He persisted in looking back or retracing his words. To eliminate this difficulty, a flashlight bulb attached to a wire and a small dry cell was used. The light served to guide eye movements across the page. After several weeks' time, this crutch was removed. It was difficult at first to get along without this aid, but other devices were substituted temporarily. When going was hardest, Jerry was instructed to draw a line under each word as he proceeded in his reading. He finally was able to eliminate all auxiliary aids.

The greatest discouragement during the year occurred following the holiday recess. Jerry's efforts to read as did his classmates produced a noticeable nervous reaction. Therefore, his reading program was discontinued during the two weeks' recess. Following this there was a plateau period through January, February, and March during which time Jerry made very little progress. However, for the remaining months of the school year his progress was quite noticeable. He read slowly

⁴Durrell-Sullivan *Capacity and Achievement Tests*, World Book Company, Chicago, 1937.

⁵Witty, Paul and Kopel, David, *Diagnostic Child Study Record*. Northwestern University Psycho-Educational Clinic, Evanston, Illinois.

⁶Stanger, Margaret A., and Donohue, Ellen K., *Prediction and Prevention of Reading Difficulties*. Oxford University Press, New York, 1937.

but much more smoothly. He began reading third grade material with the rest of the class with good comprehension. He became interested in current events and read library books within his ability. His attitude changed as a result of confidence in his ability to learn to read. He really liked school now.

Near the close of the year he approached the standard in reading for the third grade. On the Metropolitan Achievement Tests⁷ given in April his average reading grade equivalent was 3.2. In May, he was given the New Stanford Reading Test and the Durrell-Sullivan Achievement Test, scoring 4.2 on the former and 3.9 on the latter. His average grade equivalent in reading on the three tests was 3.9 or practically at the norm for the third grade.

Jerry entered the fourth grade in September. During the year his remedial program was continued but not so intensively. Attention was shifted more and more from individual help to individualized instruction within his own group. Jerry attends school at a mining location where the enrollment is small, permitting much individualized instruction. Keeping Jerry with his own group under these circumstances worked wonderfully well. By this time he had overcome his greatest handicaps in reading and in general was able to do his work along with the others of his class. In fact as the year progressed, he surpassed a number of his classmates.

April test results revealed that Jerry exceeded the norm in reading on the Metropolitan Achievement Tests. His educational grade in reading was 5.0, or two months above the norm of 4.8. The score of 5.0 represents a gain of 1.8 or almost 2 years as compared with the 3.2 score on the Metropolitan test in April the previous year. His record in other subjects was almost as good, his weakest being spelling.

⁷Metropolitan Achievement Tests, World Book Company, Chicago, 1935.

Jerry was also given the individual Revised Stanford-Binet test in May by the same examiner who had examined him on the Binet test in April two years previous. His I.Q. on this test was now 142 as compared with 133 on the first test. The examiner reports him as having a 14 year old vocabulary (C.A. 10-0; M.A. 14-2) with the time factor as being the chief cause of failure in the reading test, particularly in pronunciation. He relied upon himself for pronunciation of every word. He was very attentive in taking the test, being completely absorbed by every task. The higher I.Q. in 1941 may be attributed partly to some variability in relation to age. Terman states "that variability in terms of mental age is directly proportional to chronological age."⁸ He further states that "it has frequently been noted in the literature that gifted subjects show greater I.Q. fluctuation than do clinical cases with low I.Q's."⁹ Whether the rise in I.Q. was due to these or other factors, the direction in which the additional measure falls would still indicate superior intelligence.

Unable to read in a primer at the beginning of the third grade, Jerry advanced to within the norms on standardized reading achievement tests by the end of that year and exceeded the norm on the Metropolitan test near the close of the fourth year. His rapid progress during the two years was due to his keen interest in his work following the elimination of his handicaps, the acquisition of reading skills necessary to accomplish his work, and a rich mental endowment.

For his fifth year, Jerry transferred to another school within the district in order to continue with the same teacher under whom he had made such marked progress. He became very analytical during the year. His father being a mining engineer, Jerry took

⁸Terman, Lewis M., and Merrill, Maud A., *Measuring Intelligence*, p. 39. Houghton Mifflin Company, Boston, 1937.

⁹Ibid., p. 44.

upon himself meticulous traits which influenced the character of his school work. In art, everything had to be measured in detail. In reading, there was a tendency towards over-analysis of words. Phonetic analysis had stood him in good stead when encountering difficult material. The attack of his remedial teacher upon overanalysis has been to enlarge his vocabulary and in turn his power of sight recognition. Phrasing also was stressed. Reading of poetry was very helpful in this respect as the short lines of poems prevented regressive movements and the rhythm of the jingles developed smoother reading.

Progress during the year in terms of academic achievement was very slow. He continued to sound out the more simple words, although he outgrew this tendency somewhat as the year advanced. His vocabulary gradually increased but again his reading was slowed down by analysis when unfamiliar material presented itself. In terms of standardized achievement test results, he was unable to show any appreciable gains in reading over the previous year. In the other subject matter fields, he exceeded standardized test norms in language and almost reached the standard in arithmetic. Other subjects were somewhat below standard. His chief gains during his

fifth year were his continued keen interest in his school work and a branching out of interest in school and home activities.

During his sixth year, Jerry continued and intensified his interests in and out of school. He became a member of the school safety patrol, taking an active interest in performing his duties well. Academically he showed considerable progress again, especially in reading. His gains here represented a year and four months over those of the previous year. His next greatest gain was in history, representing almost a year's progress. His spelling was his poorest accomplishment and lowered his general average.

Jerry has now entered the seventh grade. Although he does not meet all standardized test requirements and has not reached all the goals set for the completion of the sixth grade, he has nevertheless attained enough of the reading skills and the other basic tools of learning to proceed successfully with Junior High work. His case surely represents one who has been rescued from certain failure by the employment of corrective procedures. Obviously if these procedures had been begun earlier than the latter part of the second grade, his progress would have been even more rapid.

When the facts of reading research are used and the results of the laboratory and the clinic are reviewed for ideas, it seems that there is enough available knowledge to enable us to develop a program in which it is recognized that continuous growth to the limits of his capacity, uninterrupted by frustration and failure which might have been prevented, is all that we could desire for the individual child.

Gerald A. Yoakam, in the *Journal of Educational Research*,
October, 1943.

Helping Non-Readers In The Earlier Grades

CASSIE SPENCER PAYNE¹

Each year many primary teachers enroll children who have spent two or three years in school without having learned to read even the simplest material. And each year many of these children leave the primary division still unable to read. The following foundation pattern for helping non-readers was developed by a third grade teacher with two boys in their fourth year of school.

Kenny and Dicky had participated in one project after another during their first four months in Grade Three without noticeable progress in reading skills. The thirty other children in the room had standard test reading scores ranging from Grade 1.7 to Grade 5.3; but these two could not read enough to score at all. During the Christmas holidays the teacher decided that something quite specific must be done. She thought of the remediation programs she had read about. Many of them involved detailed diagnoses as well as strange techniques and expensive equipment. She decided that for her the only practicable procedure would be to assume that the boys could learn to read by the ordinary methods adapted to their peculiar needs. So she planned accordingly.

On January fifth the teacher launched her program by calling the boys into conference during the lunch hour. It was suggested that they start at the beginning just as though they had never been to school before. The boys agreed and the teacher took them to the storeroom to help get the books. Together they selected two copies each of fourteen pre-primers, five primers, and three first readers,

regardless of whether the boys had been exposed to them or not. That night the teacher posted a typed list of the twenty-two books, arranged in the order in which they were to be read. The next day they decided upon the rules: 1) The boys were to "study their lessons" by trying to read them in advance. 2) Each book was to be read entirely aloud, though not always to the teacher. 3) As soon as a book was finished its name was crossed from the list. 4) The boys were to return to their classroom after lunch each day for a fifteen-minute lesson in phonics.

The whole procedure was quite mechanical, requiring little or no outside time from the teacher except the quarter hour at lunch time when a set of commercial phonics cards was used. There were no preparatory lessons. Nothing was done to motivate or augment the obvious content of the reading texts. The teacher had too little time even if she had thought such vitalizing necessary, what with four other reading groups. It was to be a dogged sort of word drill: 1) Reading quantities of easy books according to schedule for the remaining five months; 2) separate drill on phonetic words; and 3) occasional supplementary exercises from the blackboard, chiefly matching and completion types.

Nothing was allowed to interfere with the daily stint. A school movie might come in lieu of reading period for the others. Kenny and Dicky attended the movie but read their pages at some odd time, perhaps while waiting for the bus. Even a visitor might hear them read, and sometimes another child

¹A critic teacher in the public schools of Oberlin, Ohio.

in the room helped out. This child helper must be approved by the boys as well as by the teacher.

The first two days were unpleasant ones for the teacher, as they no doubt were for the boys. Kenny had about a twenty-word sight vocabulary when confronted with a reading text; Dicky's vocabulary was still smaller. Both had formed the habit of random guessing at words in trying to read. Neither was able to recognize any of the four phonograms presented during the lunch period. However, at the end of the third day both teacher and boys knew somehow that they were going to stick to the job and succeed. No remarks were made among them to this effect. But the teacher wrote the conviction into her notes and Kenny spent most of the fourth day at the easel, painting an exquisite picture of a white birch tree which at the time was covered with glistening sleet in his yard at home. He had done nothing like it before.

For a long time the drill on phonetic words gave no perceptible power in analysis for the reading period. There were many confusions as well as the guessing habits to be overcome. For example, the teacher showed the phonogram *all* on the third day saying, "We'll have this tomorrow." "Yes, I know," said Kenny. "That's *all*." "How did you know?" asked the teacher. "Ball. I said *ball* to myself." However, he said *bin* when the word *ball* was presented next day. At the end of three weeks there was still much confusion and guessing but at the end of the sixth week the boys together made only four errors on fifty-four exposures involving the phonograms *cat*, *ail*, *a'll*, and *it*. They now began to join the others in some of the word-study exercises presented to the group. In the eighth week they were given a beginning workbook in eye and ear training with assignments twice a week—all the teacher had time for and

probably all the boys could manage at their rate of progress.

The first apparent carry-over from the phonics period was not power in word analysis but actual transfer of words learned. In the sentence, *Patty went to call Mother*, neither boy could pronounce *call* even when the *c* was covered. The teacher reminded, "You had that at lunch time," and they pronounced it at once, simultaneously! Repeatedly they were able to get words through such reminding until they began picking words to pieces for themselves. A few blackboard exercises in building word families probably helped some in their analyzing.

Blackboard exercises were begun on the sixth day. The first one consisted of five short sentences with one blank space in each. The sentences were to be copied and the missing word supplied from a list at the side. The exercises increased slightly in difficulty and variety until on February ninth the following was copied from the board with correct matching and only two typographical errors for each boy.

morning	what you do not know
surprise	a good time
house	when you get up
sleep	what boys and girls love to do
play	it is good to eat
candy	little girls play with it
doll	what you say when you go away
rabbit	what you do at night
good-by	you live in it
fun	it has two big ears

These exercises might have been more helpful if the teacher had had time to prepare them more often and in greater variety.

In reading the texts, haste and random guessing were the chief symptoms of confusion and inadequacy. The boys were shown one trick at the outset to help them use the context as a clue. "When you come to

a word you don't know, say *blank* and go on." They loved this and as they got the habit of using it they were surprised and pleased to see how often the word came to them like magic. Later they could use the more mature trick of glancing ahead for context clues. The order of the books was arranged so that about every fourth one was easier than the one just completed. What a satisfaction when they came to the eighth book, opened it, and read it from title to word list with only four errors!

During all this time the boys participated in room discussions, served on committees, had pleasure in the poetry reading, story telling, and letter writing. They worked with seven other children in special spelling lessons, chiefly phonetic. They spent more time than the others in poring over the pictures in encyclopedias, science books, and *Fortune* magazines. There were ups and downs, of course. The fact that the boys were familiar with the over-all plan probably helped to tide them over the occasional days when they stood still or even slid back a little.

At the end of the five-months period they had got half way through their first second reader, their twenty-fourth book since Lenski's *The Little Auto* had been read during the first-reader stage of the program. Kenny had begun to take great pride in his spelling ability. Both had their mental feet on the ground,

albeit Dicky's mental feet might never be very solidly placed. Learning comes very hard for him and there is little help in the meager background in which he lives.

In summary, the teacher had a foundation pattern upon which she might design procedures for subsequent non-readers. It was essentially as follows:

- 1) Outline a simple, definite, obvious program with the children.
- 2) Make a dramatic beginning.
- 3) Keep the materials easy and the steps so gradual that progress is possible and checkable by the children. Remember that much overlearning is necessary with children who are making small gains slowly.
- 4) Use materials that require little or no preparatory time by teacher or pupils.
- 5) Keep at the practice every day, regardless of other demands.
- 6) Connect reading practice, phonetic drills, blackboard exercises, and spelling lessons with each other.
- 7) See that the children concerned have their share of successes in the group activities.
- 8) Assemble the materials being used at the close of the term to give to the succeeding teacher so that a minimum of adjustment will need to be made in the new situation.

The Educational Scene

The U. S. Office of Education has just issued a helpful and practical booklet entitled, *Inter-American Education: A Curriculum Guide*, by Effie G. Bathurst and Helen K. Mackintosh. It is available at the U. S. Government Printing Office at 15 cents.

The American Missionary Association has sponsored a new volume called, *To Stem This Tide*, a survey of racial tension areas in the United States, by Charles S. Johnson and associates (Pilgrim Press, Boston and Chicago, publishers). The association will sponsor two additional volumes. A limited number of copies are available for free distribution from the Council Against Intolerance in America, 17 East 42nd Street, New York 17, N. Y.

The December, 1943, issue of *Educational Leadership* contains many excellent articles on the general theme, "Skills for Our Day."

Word Study for December, 1943, contains a list of words for the war vocabulary study unit, by Frank E. Ramsey. Many are familiar—*wolfpack, bomb bay, blood bank, breakthrough, dimout, expendable*, and the like. Others are more difficult—*butadiene, aerodonetics, briefing room*. The leaflet is available without cost from the G. and C. Merriam Company, Springfield 2, Mass.

New service bulletins published by the Association for Childhood Education include:

Games Children Like. Traditional, rhythm, singing, and guessing games, finger plays, and others. Bibliography. Pages 11. Price 20c.

Songs Children Like. Simple folk songs and others that appeal to children. No accompaniments. Pages 12. Price 20c.

Stories Children Like. Ten modern original stories to be read or told to children. Pages 11. Price 20c.

Toys Children Like. Toys that can be made by parents, teachers and the children themselves, many from waste materials. Pages 22. Price 20c.

The series, which was edited by Alice M. Ewen, may be obtained from the Association at 1201 16th Street, N. W., Washington 6, D. C.

The following are the Junior Guild selections for the month of February, 1944: for boys and girls 6, 7, and 8 years old, *In and Out*, by Tom Robinson; for boys and girls, 9, 10, and 11 years old, *Summer at Buckhorn*, by Anna Rose Wright, Viking, \$2.00; for older girls, 12-16 years old, *Made in China*, by Cornelia Spencer, Knopf, \$3.00; and for older boys, 12-16 years old, *Abraham Lincoln*, by James Daugherty, Viking, \$3.50.

In a leaflet published by the National Council of Christians and Jews, 381 Fourth Avenue, New York City, President Roosevelt urges national observance of Brotherhood Week, February 20-26, 1944.

In cooperation with the Office of War Information, the International Relations Board of the American Library Association is sponsoring a China Book Week, to be celebrated in school, college, and public libraries March 25-31, 1944. This is the second "week" in a series of at least three. British Book Week was observed in October 1943, and Russian Book Week is slated for May 1-7, 1944.

School and public libraries will plan lecture programs, film showings and special Chinese book festivals in cooperation with teachers. The Office of War Information will issue Library War Guide No. 3, available to school librarians, in which will be outlined program suggestions and sources of material. Many materials may be obtained direct from OWI, and related packets on China are offered by the U. S. Office of Education. The *A. L. A. Bulletin* for January 1944 contains detailed plans for observance of China Book Week. For further information apply to Public Relations Division, American Library Association, 520 North Michigan Avenue, Chicago 11.

The Philosophical Library of New York City, 15 E. 40th Street, New York City, has just published two single-volume encyclopedias of interest to teachers of English: *A Dictionary of World Literature: Criticism, Form, Technique*, edited by Joseph T. Shipley, and *The Encyclopedia of Modern Education*, edited by Harry N. Rivlin and Herbert Schuler.

Review and Criticism

[The brief reviews in this issue are by Eloise Rue, Dorothy E. Smith, Ellen A. Frogner, Jean Thomson, Jean Gardiner Smith, Frances E. Whitehead, and Dora V. Smith. Unsigned annotations are by the editor.]

GRANDMOTHERS AND KATE SEREDY

I am a person of enthusiasm. What I like I like HARD.

I have a weakness for Kate Seredy, bless her heart. I like her style. I like her beautiful language in *The White Stag*. I like her pictures. But best of all, I just love *The Good Master*. It is the kind of book children read four times and weep because they can't finish it the fifth time before time to return it to the library.

I have a weakness for grandmothers, too, bless *their* hearts. They are so nice and understanding. They can spoil their grandchildren without worrying about their ultimate futures. They have wisdom tempered by experience. Bless their sweet souls!

Because I love Kate Seredy and because I love grandmothers I must be honest. I don't much like the new book *The Open Gate* (Viking, \$2.50). As the little boy said of one story, "There is too much talk for what happens." Everyone in *The Open Gate* talks a little too much, especially Gran and Mike. I wouldn't mind if it seemed natural, but the action is considerably slowed up by their continuing to talk. I dislike unnaturalness, especially in Kate Seredy. The only moving part of the book to me is Andy, and Kate has endowed him with "old world" feelings which she can do so well. She "felt" him, I know she did. But Gran is sort of a stage character and a little too too, if you know what I mean.

Mr. Preston loses his job. The family starts off for vacation, leaving a very modern apartment full of gadgets which Gran loathes. How Gran tricks her son into bidding in a

farm, gets them to stay there, and how they come to know the neighbors and finally help Andy get a chance to be an artist makes the story.

I am sure the background of Orange County is real, but somehow I don't feel as if Kate Seredy felt it as she felt *The Good Master*, as she loved *The Good Master*.

I'm conscious all the time of things, words, doings, sticking out at me, and one shouldn't be. Perhaps it is too bad she wrote such a honey of a book first for we always expect so much afterwards.

I haven't tried it with children. They may just LOVE it. But as for me, after two readings, in different moods, I don't like it. Perhaps if I didn't love Kate Seredy and grandmothers so much I'd be more tolerant of this story.

The book is lovely to look at. The pictures are the best she has ever done, and look like the America I know.

I'm sorry, Kate, I really am.

PHYLLIS FENNER,

Plandome Road School,
Manhasset, N. Y.

Juarez of Mexico. By Randall E. Stratton and Howard E. Wilson, editor. American Book Company.

The story of the great hero of Mexican freedom, told for children in the upper elementary grades. A book much needed in a day when understanding of our neighbors to the South has become a major objective in the schools.

Australia: The Island Continent. By Grace Allen Hogarth, from material supplied by

Joan Colebrook. Illustrated by Howard W. Willard. Houghton, Mifflin, \$2.00.

An elementary school child's history of Australia, printed in large clear type, in generous format, and illustrated with sketches and maps in color. A valuable instrument in the building of world-mindedness.

Sensible Kate. By Doris Gates. Viking, \$2.00.

This is Miss Gates' story of a little girl in California. Adults will doubtless see less significance in it than in *Blue Willow*, but perhaps because ten-year-old Kate with her red hair and freckled face has many counterparts, little girls are taking "Sensible Kate" to their hearts.

Ten-year-old Ann says, "I like the book very much. It is a very human story. . . I am somewhat like Nora (only not quite as old) because I don't have a lick of sense. Mister Tuttle is one of my favorite characters because he is so timid. I have seen millions of Mrs. Tuttle's but Mr. Tuttle's are more scarce."

Despite touches of sentimentality, the book has many desirable features, such as the pleasant atmosphere of the small seashore town, the effective characterization Ann has so quickly recognized, and attractive illustrations by Marjorie Torrey. It is to be recommended.

E. R.

Gloucester Joe. By Alan Crane. Nelson, \$2.00.

Clear, full-page illustrations in three colors heighten the appeal of this exciting story of Bobby's first ride on an ocean-going fishing vessel. For grades 1-4.

Hiding Places. Story by Louise P. Woodcock, with illustrations by Esphyr Slobodkina. *Pitter Patter.* By Dorothy Baruch. William R. Scott, \$1.00 each.

Two new titles in the Scott series of picture books for pre-school children. The one-line story accompanying each large color plate contains action without undue excitement.

The cardboard pages and durable covers are designed to withstand the rough wear these charming volumes will certainly undergo.

Birthdays for Robin. By Helen Sewell. Macmillan, \$1.00.

Miss Sewell's reputation was assured with her Bible illustrations, and while this is not comparable, it is still a Helen Sewell product. The pictures are stylized, double-page spreads of color and black and white, with very little that is extraneous. Story is of secondary interest in a picture book. Robin has an overwhelming desire for a dog, a desire that is full filled at last, in an "out-size." This telling with its repetition will be excellent material for nursery school groups.

F. E. W.

Girls at Work in Aviation. By Dickey Meyer. Doubleday, Doran, \$2.50.

No one can lay this book down uninfluenced by the fact that American girls have taken a firm hold in the field of aviation. The author, who is a flier, journalist, and photographer, explains clearly and directly, with no hanging of information on weak pegs, the various kinds of positions in aviation that are being held today by approximately a million American girls. Photographs help interpret the text. The book tends to be technical and is probably most suitable for girls in the ninth grade and above who are especially interested in aviation.

E. A. F.

Told on the King's Highway. By Eleanore Myers Jewett. Illustrated by Marie A. Lawson. Viking Press, \$2.50.

These highly imaginative medieval stories of various types—courtly tales, Irish saint and animal legends, pious tales, and in contrast, a sample of the humorous *fabliaux*—illustrate well the idea that there will always be "stories to follow the *King's Highway* from the beginning of time till the end of it." The book will be most useful, perhaps, as a source of stories to tell or to read aloud in the inter-

mediate and upper grades. Some of the stories may be limited in their appeal, but such would not be true, surely, of tales like "The Little Brown Bees of Ballyvourney," "The Wise Men of Gotham," or "Jehan and the Piper."

E. A. F.

Here and There with Henry. By James S. Tippet. Illustrated by Helen Torrey. World Book Company, \$1.00.

This second grade reader in the series of Henry books contains selections that are both lively and informative. They center around four main topics of home and community life: A New Road, A New House, Four Interesting Places, and Some Interesting Jobs.

E. A. F.

Gigi; the Story of a Merry-Go-Round Horse. By Elizabeth Foster. Illustrated by Ilse Bischoff. Houghton, \$2.00.

Gigi's life as a merry-go-round horse began at the Wurstelprater in Vienna. Wherever he went, there was always some child who loved him most especially. In Vienna, it was Lili who chose him; and it was for her that he first dared to leap for the golden ring which meant a free ride for his rider. In Paris, Colette chose him, and taught him French. In the Caledonian Market in London, little Rommy used to pretend he was riding on a merry-go-round as he sat on Gigi's back. At last the horse came to America and to the ignominy of being used as a lawn decoration. It was there that Lili found him again and released him to Rita of the gypsy caravan and to a children's world. This is a gentle story delicately touched with nostalgia for "The World That Was,"—a world which held a merry-go-round horse whose mother was a pine tree and whose father was the wind that swept through the Vienna woods. The illustrations add exactly the right touch of humour and of vigour to the book. Grades 5-6.

J. G. S.

The White Tulip. By Helen Girvan. Illustrated by Gertrude Howe. Farrar and Rinehart, \$2.00.

Elspeth Kent, mistaken for her brother, was kidnapped by King Charles' men to be held until her father signed over his estate to

the crown. Elspeth, a girl of spirit, escaped to Holland to take her to New Amsterdam, the home of his father, Mynheer Voort. All this happened when the Dutch were fighting the Spanish tyranny, and when fortunes were being made and lost as men gambled on new and fine varieties of tulips. Elspeth had to adjust herself to this life, so different from that at Kentmoor. How she helped to catch a Spanish spy and to clear up the mystery of Pieter's Spanish chest before her father got to Holland to take her to New Amsterdam, makes a lively and entertaining story that girls of ten or older will read with interest.

D. E. S.

My Favorite Age. By Elizabeth Morrow. Illustrated by Susanne Suba. Macmillan, \$2.00.

Four lively children and two wise and friendly parents are the chief actors in this delightful story of a happy family. Most of the tales are gay accounts of Christmas and birthdays and holidays, of the visit of the great French General, of picnics and work and fun shared by all the family. Two of the stories had been published previously: "A Pint of Judgment" and "The Rabbit's Nest." The title story is about the play that Sally wrote and produced on her ninth birthday—"her favorite age." The type page is attractive and the pictures really illustrate the text. Little girls especially will take the book to their hearts.

D. E. S.

Dick and the Canal Boat. By Sanford Tousey. Illustrated by the author. Doubleday, \$1.50.

A journey on the Erie Canal from Albany to Buffalo, a mysterious face at the window, pleasant days on the boat, and an attempted robbery make up this story of a boy's summer vacation in 1850. Typical Tousey illustrations and style. Grades 4-5. J. G. S.

Tell Me About God. By Alice Mary Jones.

To a child who wants an answer that he can completely grasp, this book satisfies a certain need. It explains under such headings as "God made the night" or "God helps us in trouble," the great and difficult themes of love, pain, forgiveness or fear in terms of a child's understanding and in relation to his world of home, family and friends. Parents will appreciate the simplicity with which these explanations are presented, but this book will

not replace the Bible story, for, by its simplicity, it loses something of the sense of wonder for the great things of the universe which can be seen only "as through a glass darkly."

J. T.

Homer Price. By Robert McCloskey.

There is little of the heroic about Homer's tourist camp home or about the town of Centerburg, U. S. A., yet there are heroic proportions to this tale of the unravelling of the mystery yarn, the winning of the doughnut contest and in the weird adventure of the musical mousetrap. Homer walks through each of these events with the imperturbability and competence of the truly great, fading into the background at times to give Uncle Ulysses or the sheriff or Miss Enders (whose great-great grandfather's discovery "helped the founding of the nation") their brief place in the sun.

J. T.

Chopin. By Antoni Gronowicz. Nelson.

It is a sad, romantic story that Gronowicz tells of the life of Chopin, for he would obviously give adulation and immortality, if he could, to the compatriot who did his part to immortalize their beloved country. It is a timely story, for Poland was crushed in that day, as now, under the heel of a tyrant. In spite of the tragic hold of tuberculosis on his young life, cutting him off from marriage and from military service to his fatherland, Chopin caught the spirit of the peasants in his gay mazurkas and in his animated yet whimsically sad krakowiaks, and in his revolutionary etudes, the marching feet, the valiant resolve, and the undying devotion of his people. His pathetic life was compounded of triumphant recognition from royalty and genius, the devotion of women whom he could not marry because of his disease, and the nagging fear of poverty and slow, unabating pain. Yet always he gave himself day and night to his music and found solace there. The environment of the musician in Vienna, in Paris, and in London is interesting if sketchily revealed, with the coming and going of Schumann, Liszt, George Sand, and a coterie of nobles and royal patrons. It is amazing the interest and emotion the author puts into this story for music lovers and good readers in the upper years of the junior and senior high school. In spite of the fact that he never softens the

grim approach of death, which overtook Chopin at the age of 39, Gronowicz somehow makes of the story a triumph of the beauty and spirit of Poland.

D. V. S.

Soldiers, Sailors, Fliers and Marines. By Mary Elting and Robert T. Weaver. Pictures by Jeanne Bendick. Navy section directed by Margaret Gossett and her very good navy friends. Doubleday, \$2.00.

Army Jack, Navy Mike, Air Corps Bob, Marine Pete, and Merchant Marine Jack are introduced to the young reader as they are inducted into the service and go through their training. Various terms are explained such as hatch, bivouac, reveille, battle wagon, and many others. For each brief paragraph there is an illustration which is amusing if not always informative. The book will serve as an introduction to the Armed Forces. For grades 4-6 and to be read to younger children who will understand the illustrations.

J. G. S.

Somi Builds a Church; A Story of Lapland. Written and illustrated by Raffaello Busoni. Viking, \$2.00.

The Lapps are a people scant of words, but great of courage; for it took doing and not talking to build a church in their country. The nearest forests were one hundred and fifty miles away. Going and coming, it was three hundred miles of hard traveling—steep slopes and dark valleys and stony brooks. There were trees to be cut by men who were not lumberjacks, and logs to be made into a building by men who were not carpenters. When at last the impossible had been accomplished, it was the Bishop himself who came all the long journey north to dedicate the new church. The book in spite of its brevity, for it is only 109 pages, reflects the indomitable spirit of the Lapps. There is much material on their customs, and Somi and his son Poikoo emerge as individuals. The book should prove useful both in the study of life in the cold countries and in the study of Norway. It can be read by the better readers in Fourth Grade, or could be read aloud to the class if it is in that grade that the unit comes. It will be enjoyed for the story itself by the older students, but it is a book which the teacher or the librarian may have to introduce to the child.

J. G. S.

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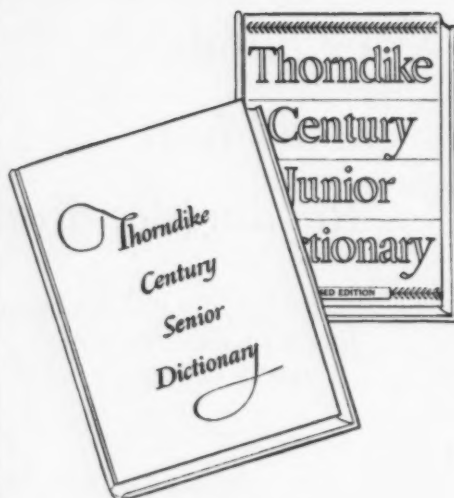
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